



Meeting Minutes

Thursday, May 23, 2024

CAC meetings are held in person at Support for Families of Children with Disabilities and hosted on Zoom and Facebook Live. To ensure you get meeting reminders, and Zoom links sent to you, please join our email list. You can subscribe at www.cacspedsf.com or by sending an email to: cacspedsf@gmail.com. Please write "add to mailing list" in the subject line.

6:00pm

CALL TO ORDER

Eileen Boussina called to order the regular meeting of the Community Advisory Committee for Special Education on May 23, 2024.

Members Present: Julia, Lillian, Melanie, Alida, Havah, Eileen, Roxana, Tina, Irela, Karla, Tara, Christina Share, Charlotte Tresslar

Members Excused: Martha Brooder, Megan Potente

Special Education Staff Present: Jean Robertson, Jenny Jimenez Payne, Matt Lavoie, Maggie Michels

Meeting Slide Deck - [May 2024 Slides](#)

Meeting Recording -

6:05 pm

WELCOME

Roxanna opened the meeting

6:00 pm MAIN PROGRAM: SELPA Local Plan - Special Education Budget And Annual Service Plan

This meeting's main topic is a presentation from Havah Kelley

We introduced the CAC Annual report to the Board of Education May 14, 2024 and shared recommendations for special education. A link was shared in the chat and is also posted on the website [CAC Annual Report May 2024](#). A recording was also posted via Youtube [CAC Youtube recording](#)

CAC 2024-2025 Priorities: Inclusion breaking down silos and moving towards one integrated system that benefits the needs of all students, Staffing Crisis which is recruitment, retention and training of educators & staff,, Strengthening Mental Health Services as well as behavioral support, Curriculum, Interventions & College/Career Readiness [CAC 24-25 Priorities](#) . Havah then asks to think about one of the CAC priorities

that resonates the most, so that CAC can sort out next year's meeting topics. Groups then went into breakout rooms to further discuss specific priorities. There were a total of six break out rooms for each priority.

Julia: speaks after break out rooms ended and said document was placed in chat to include topics for next year's meetings and also provided CAC email to.

Havah: reiterates how important their input is. ESY updates were mentioned. Amanda Barnett was not present. Julia presented ESY slides.

Christina Share asks a question in chat about ESY curriculum specifically "SPIRE" Maggie Michaels who is the Elementary special ed director, then answers saying that it really depends who the ESY teacher is but that it is available if the teacher is trained.

Julia: goes into ESY slides and begins quoting potential questions about "who would be principals or who can they contact if they have any questions." Within the slides are contact information for ESY. SFUSD is hiring for the summer program. Charlotte Tressler has created a list of programs (Aftercare Resources) which also can be found on the website as well [ESY 2024 Aftercare resources](#) if these options don't work please work with DCYF (Department of Children Youth & Families for additional summer programming. Any questions email esy@sfusd.edu

Julia: Local Plan. Every district is mandated to have a CAC. Local plan is the essence of CAC. The CAC's job in Ed Code is to advise SELPA about special education. We will be discussing two things: 1) Special Education and 2) The Local Plan. When we think about Special Education our mission is two pronged - the first part is we have to provide innovative, stay creative, really effective services that help create positive outcomes for lifelong success. We also have to follow state and federal regulations designed to meet students' individuals for a FAPE outlined in every single student's IEP. These are hard fought laws for the good of our students, so it is really important that we are all aware of what these are. Muralist Kyle Holbrook who created an urban collaborative meeting with all special ed departments and created for San Francisco. It is about breaking down silos.

Jean Robertston: speaks a bit more about the mural and says it's a great visual and meaningful.

Julia: begins to speak about special ed local plan areas. Next slide 19 shows how special ed funds are divided across the state. The money is sent to the Selpa director like Jean Robertson. The Selpa director is then responsible for when they get that money, assigning it to children. The money is divided properly to make sure kids get more services. Slide 20 Julia likes the quote from Selpa director. "CAC being vibrant creative bodies that assist in advising our local governing boards. Annual priorities, parent education." Slide 21 Local Plan Selpa Budget.

Jean: slide 22 about Lowell HS. Jean gets a phone call from a person from TeachTown and Sacramento Unified School District wanting to see TeachTown in action. Sacramento came to SF and asked Jean to show them the Demos of TeachTown and then went to Lowell and went to the Students with Extensive Support Needs and was able to perform a full lesson of TeachTown where they did a shared reading of Julius Caesar. Miss Natalie was the teacher for this class. She is amazing. Sacramento was impressed! She then went over to AP Gianni middle school and they also were doing a lesson as equally impressive. They are part of the Selpa network as well. That's how teachers build their network. Lots of teachers want to know about TeachTown. On 2nd year of TeachTown. Next year we will know if this is a great curriculum.

Julia: speaks about Balboa Peer Resource Club. Peer Resources is a group of students who select a focal group to study. And so they decided they were going to study kids on IEPs and they went to observe & work on what was going on in the classrooms for kids with IEPs. They then started a Best Buddies Program with

the students in the SDC classroom. They also created a podcast, they spoke at Berkley and made posters. There were QR codes on the posters about finding out who your case manager is etc. Julia then talks about slide 23 congratulating the ACCESS program June 4th at Balboa HS. The Access program is doing amazing projects such as creating a movie as well speaking about their jobs as individuals with disabilities.

Jean: Speaks about numbers (Slide 24) Special Ed in SFUSD \$48,785 SFUSD Students - 6,483* Students Receiving Special Education Services & 13.3% of total SFUSD student population — Special Ed in SF SELPA 9,694 Total Special Education Students (SELPA & SFUSD). When we plan for the year ahead, we use the most recent data. This form is from 2023. We're always one year behind. 13% student populations on IEPs, it used to be 11 and 12. There are 150 to 155 students in a higher level of service pathway. Early ed, infant program, private parochial students total of 9694. SF is very unique because we are a single district selpa. SF is both city and county. SFUSD enrollment numbers are dropping. They significantly dropped during the pandemic. But IEP numbers grew. So we are dwindling overall and students with disabilities are growing in the district. Teachers are seeing a higher number of students with disabilities in the Gen Ed classes. We are also seeing more kids with significant disabilities warranting an SDC. What our schools look like and how we are serving kids is shifting. Autism is growing. This is the highest disability category. Slide 26 shows where the students spend the majority of their day in the red and yellow is predominantly Gen Ed setting. SDC green category in self contained classrooms is an opportune place to grow inclusion and we've got to get the kids out of that class to the greatest extent possible. Unfortunately with the staffing situation I am hearing "I don't have the staff to support that". We can think differently about supporting them - they don't need a bodyguard. They need a teacher in a peer group that is going to welcome them. Slide 27 talks about the increase in autism. Numbers are growing. MTSS pyramid Tier 1 happens in the Gen Ed classroom offered to students with IEPs. Tier 2 0-20% of students will need a targeted intervention to develop new skills (academic or behavioral). Tier 3 Approximately 5-10% of students will require a more intensive and individualized intervention. Slide 29: Behavioral Pyramid School CCTs should have a plan for their behavioral MTSS, Tier 1 & 2 are primarily trained, evaluated, and monitored by the CCT, Tier 3 (PTR or FBA/BIP) requires a specialist to develop an individualized plan, new: FBAs will now only be conducted by BCBAs. Mental Health Services: DIS (Designated Instructional Services) counseling by numbers 2013-2023, number of students receiving DIS counseling from school psychologists. Has increased in the last 10 years. Rethinking mental health. Plan was shared out. The reimaged plan; increased use of assessment data, developed a clear pathway, increased compliance.

Andy Holinsky:, program administrator in the special ed services department with focus on special education mental health and speaks about enhancements to special ed mental health services. Key changes: implement a leveled model of ERMHS, ERMHS team coordinates, consults and supports all levels of ERMHS. Increasing compliance. Making sure students that have mental services in IEP have access to those services. A team of Sped Dept did a deep dive into what other CA districts, Selpa's and county offices are doing to implement their educationally related mental health services and we are a bit of outlier, there is not as much collaboration with other districts that are doing the same work so we are moving into alignment with what the promises practices are out there we are going to eliminate the term DIS counseling and we are going to call what it is if its a mental health service in a child's IEP it is an educationally related mental health service. Will be launching in the fall and planning a comprehensive training and will come back to the CAC to do some training for parents and advocates. There is a robust training plan for Aug 2024 with all the different providers listed in slide 32 and the goal is to implement our reimaged system of special ed mental health & also enhance integration with our gen ed mental health providers as well.

Julia: Special Education 24-25 Budget

Jean: It's been a pleasure to build out the mental health arm. During the pandemic we had anticipated there would be a spike we were worried about our kids. We lost Scott Austindorff, he left for a new job but before he

did he recruited Andy and it was a perfect match to the team. Mental health was going to be a priority. CAC has always worked with the sped central team. And is proud of the work in alignment.

Havah: Asked a question about mental health.. I'm wondering if you can talk about the separation between mental health and behavior and how it's going to be streamlined?

Chat Question: asked if the increase was due to us doing a better job catching the kids or was it because enrolment has gone down for the gen pop student with IEPs there is only public schools is the main option.

Andy: answers the first question about the difference between the mental health/behavioral support and we think of the mental health more as supporting the student better understanding the connection between their thoughts, feelings and behaviors and how they can better self regulate and gain awareness. Learn coping strategies to enhance their mental health and the behavioral intervention how are we modifying the environment that the student walks through to better support their behavioral and mental health.

Havah: How's another question regarding the percentage of multi- tier pyramids? It indicated that 5-10% approximately need Tier 3. Is the 13.3% different now? Or is it a different 5-10%.

Julia : Answers said that specific slide was created by Cathy Sherman and was not created based on SFUSD numbers but more of in general.

Jenny Jimenez: We think of it as our Special Ed students should just because they are Tier 3 should not be qualified under Tier 1 & Tier 2. It's not separate. 75-80% are Tier 1 and some of the Tier 2 students should still be accessing Tier 1. Similar to Tier 3 they should still be accessing Tier 2 & Tier 1. It's not cumulative.

Julia: Other question from chat: RE: why was there an increase in IEP? One theory was we got better at identifying our kids, havah was wondering if it also might be as enrollment has gone down for general pop students with IEPs they access their education in the public school system.

Jean: Could be a little bit of everything. Assessments have become honed and have trained people a lot better.

Julia added: Saw in some research that we were doing in CAC talked about funding and funding in CA is based on the percentage students of children with disability and the number has increased nationwide and it's affecting the amount of fundings that we are getting from the state for education for our students with disabilities. AB602

Jean: Special Education 24-25 Budget \$234,844,001 and are distributed in typical categories. Slide 33 the majority of the money is directly to FTE Full time employees working directly with the schools, teachers, para's, BCBA's, Psych, SLP, OT, Physical Therapies, AAC 76.7% budget is serving students in schools. the 9.1% non public agencies, non public schools 150 students and consultants. There is a strong relationship between the 76% and 9% given the staffing situation. Slide 34: Breakdown of numbers. They have shifted a little curriculum this year, because there isn't a huge roll out. But for the most part we are spot on for previous years. Keep your eye on Non public agencies that are providing staffing where FTEs are coming short. Slide 35 Annual service plan is updated. The location of Spec Ed services will show you by school what services are written into students' IEP.

Julia: Slide 36 Common Service Codes & Descriptions. These codes are written in IEP. Description of every service code currently provided in SFUSD. Service minutes from IEPs are input by case managers into SEIS - Special Education Information System, Services are provided to fit the individual needs of the child, Some

school sites might have additional services for special programming, for example: Autism programs or DHH programs. Julia added in the chat links of data and articles of people discussing big increases in state.

Question from participant (did not mention name): What is the negative rating on from the audit and the state oversight? How's it going to affect the Sped budget?

Jean: The way it's going to affect it is there is going to be a lot of oversight. They're going to be watching expenditures and checking in with us. When the state leans in they ask questions and will suggest alternatives. It will not affect the hiring. The problem is there is no staff to be had and no one is applying to them.

Participant: States she is concerned because she heard the superintendent is going to present his summaries for recommendations in June or July to the board and it may include the local zoning including Sped. And also mentioned that she attended a superintendent meeting the day before and understood that the sped children transportation is a cost saving issue but was confused because she thought it was reimbursed by Medi-cal and she is worried that we don't have the infrastructure and staff local zoning.

Jean: I know what you are talking about right before the pandemic we were working hard on the proposal for the zoning. Jenny and I sat in long hour meetings looking at the portfolio of SDC to make sure every single zone had the right amount of seats to accommodate kids from the neighborhood. Transportation cost is a lot. So they have to look at cost saving measures. Transportation costs can come down but so would other things.

Participant: Does Medi-cal reimburse for transportation?

Jean: I do not know the answer to that question. WE do get medi-cal for certain things around therapies but I don't know what we do for transportation.

Havah: Are there any other questions? IF not we will move onto CAC Business

Julia: We lost access to Zoom in the main room. Oh wait we are back on now.

Havah: Wanted to thank Sped Leaders - specifically Jean Robertson

Review meeting recording here:

7:00 pm

CAC BUSINESS

Member Report: Julia

Did we have Quorum? : **Yes**

May Minutes Approved? : **Approved**

If you wish to become a member, attend 2 or more meetings - (in person) and fill out the membership form linked here and posted on our website:

<https://sites.google.com/view/cacspedsf/membership>

CAC members help with projects and events and vote on CAC issues and are part of a great community.

- Nominating Committee has nominated the following:
- Havah Kelley for Chair
- ROxana Lopez for Vice Chair
- Melanie Bauzon for Secretary
- Lilian Lim for Treasurer
- Eileen Boussina for Parliamentarian

Motion Carried! Congratulations to our new officers for the 2024-2025 school year.

CAC Board Report: Havah

If you are interested in learning more about the CAC and getting involved in our work, feel free to join us at one of our board meetings.

Our next CAC board meeting is on Wednesday, June 5th from 6-8pm. We will be discussing upcoming events, meetings and projects.

CAC Legislative Day Priorities

On May 3rd CAC members went up to Sacramento to lobby for Special Education.

CAC 23-24 Meeting Calendar - schedule of meetings for this school year.

We hope you will join us at our CAC picnic on Sunday, June 23rd at St. Mary's Rec Center!

We want to hear your input on meeting topics for the 2024-2025 school year!

[CAC General Meeting Ideas for 24-25](#)

7:35pm

ANNOUNCEMENTS & PUBLIC COMMENT

Havah - , [Support for Families updates: https://www.supportforfamilies.org/sfcd-blog/](https://www.supportforfamilies.org/sfcd-blog/)

- Check out the [blog](#)!
- FREE virtual IEP clinics and support groups
- [Information](#)
- Family Resource Specialist Warmline: (M-F 9:30am-4:30pm) 415-920-5040
- Summer Family Festival Saturday, June 1, 2:00pm-4:30pm
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Check out the SFUSD Special Education Website

- www.sfusd.edu/sped
- Special Education Enrollment & Assessment Information
- [Updated SFUSD Parent Rights & Procedural Safeguards](#)
- Lots of IEP tips and resources
- Enrollment- Wait Pool Now Open Until August 7th.
- [SFUSD RAIDAC & RAI Info](#)- To register for in person community sessions- 4/27-5/4
- [SFUSD Language Program Redesign](#)
- LCAP Survey- FYI the link for the survey is in this document [LCAP Community Survey and Slides](#)

7:50pm

PUBLIC COMMENT

- Alida Fisher - Thank you to last year's boards and this year's board members!

8:00pm

MEETING ADJOURNED